

**KINDERGARTEN: WRITERS WORKSHOP ROADMAP OF THE ESSENTIALS**

CALENDAR MONTH	UNIT	WEEKS/36 TOTAL WKS.	BIG IDEAS	ESSENTIAL COMMON ASSESSMENT(S)
September	Launching Writers Workshop	6 weeks	<ul style="list-style-type: none"> <li>• Learn and use rituals, routines, and tools that are respectful of diverse cultures to work independently and with others</li> <li>• Tell, draw, and write (as best they can) stories from their families, communities, and diverse cultural backgrounds.</li> <li>• View themselves as authors in a diverse and respectful community of writers</li> <li>• Begin to understand common elements of narrative across cultures to tell a story in their drawing/writing</li> <li>• Build oral language and vocabulary</li> </ul>	Stories about students' lives
Mid-October	Learning about books	4 week	<ul style="list-style-type: none"> <li>• Use rituals, routines, and tools that are respectful of diverse cultures to work dependently and with others</li> <li>• Tell, draw, and write (as best they can) stories from their families, communities, and diverse cultural backgrounds</li> <li>• View themselves and perform as authors in a diverse and respectful community of writers</li> <li>• Continue to understand common elements of books across cultures to “make stuff” in Writing Workshop</li> <li>• Build oral language and vocabulary</li> </ul>	Little books
Mid- November Thru January	Personal Narrative	10 weeks	<ul style="list-style-type: none"> <li>• Use rituals, routines, and tools that are respectful of diverse cultures to work independently and with others</li> <li>• Tell, draw, and write (as best they can) stories from their families, communities, and diverse cultural backgrounds</li> <li>• View themselves and perform as authors in a diverse and respectful community of writers</li> <li>• Demonstrate an emerging grasp of narrative elements in their writing and speaking</li> <li>• Begin to use specific narrative strategies</li> <li>• Build oral language and vocabulary</li> </ul>	Personal Narrative
February	Poetry	4-6 weeks	<ul style="list-style-type: none"> <li>• Tell, draw, and write(as best they can) poems that draw from their experiences and observations in their families, communities, and diverse cultural backgrounds</li> <li>• View themselves and</li> <li>• perform as poets in a diverse and respectful community of writers</li> <li>• Build oral language and vocabulary</li> <li>• Respond to poems with rituals appropriate to genre</li> </ul>	Poems

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Mid-March Thru April	Non-Fiction Writing	4-6 weeks	<ul style="list-style-type: none"> <li>• View themselves and perform as authors in a diverse and respectful community of writers</li> <li>• Tell, draw, and write (as best they can) nonfiction texts that draw from their experiences and observations in their families, communities, and diverse cultural backgrounds</li> <li>• Demonstrate an emerging grasp of nonfiction features in their writing and speaking</li> <li>• Begin to use specific nonfiction strategies</li> <li>• Explore genres of how-to and all-about nonfiction writing</li> <li>• Build oral language and vocabulary</li> </ul>	How To Books or All About Books
May Thru Mid June	Author Study	6 weeks	<ul style="list-style-type: none"> <li>• View themselves and perform as authors in a diverse and respectful community of writers</li> <li>• Try some of an author's language and illustrations and/or techniques in their own writing</li> <li>• Write responses to the text that shows comprehension and makes connections</li> <li>• Build oral language and vocabulary</li> </ul>	Responses to Literature

**GRADE 1: WRITERS WORKSHOP ROADMAP OF THE ESSENTIALS**

CALENDAR MONTH	UNIT	WEEKS/36 TOTAL WKS.	BIG IDEAS	ESSENTIAL COMMON ASSESSMENT(S)
September	Launching Writers Workshop	4 weeks	<ul style="list-style-type: none"> <li>• View themselves as authors and members of a diverse community of writers</li> <li>• Tell, draw, and write (as best they can) the stories they have from their lives and from their diverse cultural experiences</li> <li>• Use classroom rituals and routines to work independently and with others</li> <li>• Develop strategies for hearing and recording sounds, using known words, leaving spaces between words, and being risk-takers with spelling</li> <li>• Recognize and honor story structures of diverse cultures</li> </ul>	Write stories from their lives
October	Small Moments	6 weeks	<ul style="list-style-type: none"> <li>• Tell, draw, and write personal stories</li> <li>• Focus on small moments rather than bed-to-bed stories</li> <li>• Tell stories with sequence of events with beginning, middle, and ending</li> <li>• Evidence a plan in their writing</li> <li>• Apply a sense of what constitutes good writing</li> <li>• Demonstrate a growing awareness of author's craft by applying some writing strategies</li> <li>• Share and talk about their writing daily</li> <li>• Add details to pictures and/or writing</li> <li>• Continue to develop strategies for hearing and recording sounds, using known words, leaving spaces between words, and being a spelling risk-taker</li> </ul>	Personal Narrative
Mid-November through December	Non-Fiction/How To	6 weeks	<ul style="list-style-type: none"> <li>• Write from own experience</li> <li>• Describe in appropriate sequence and with a few details, steps one must take to make or do particular thing</li> <li>• Use visualizing to plan steps of a how-to text</li> <li>• Use text features and illustrations when writing how-to text</li> <li>• Revise and edit how-to text</li> <li>• View themselves as authors and members of a community of writers</li> </ul>	At least 2 How-To Texts
January And February	Non-Fiction/All About	8 weeks	<ul style="list-style-type: none"> <li>• Write from own experiences</li> <li>• Gather information pertinent to a familiar topic, sort into major categories, and write report</li> <li>• Use details, photos, pictures, diagrams, and other graphics to enhance information</li> <li>• Use grade-appropriate nonfiction text features, such as headings, captions, and table of contents</li> <li>• Revise and edit all-about books</li> </ul>	Report on a familiar topic with non-fiction text features

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March	Author Study	6 weeks	Draw upon everyday life to create stories <ul style="list-style-type: none"> <li>Analyze an author's work to identify and reproduce writing techniques</li> <li>Respond to a book including introduction, retelling, connection, and reaction</li> <li>Produce writing that tells a story that can be read by the writer and others using conventional and approximate spelling</li> </ul>	<ul style="list-style-type: none"> <li>Write a response to reading that includes introduction, retelling, connection, and reaction</li> </ul>
Late April Thru May	Poetry	4-6 weeks	Write poems about ordinary things in everyday lives using fresh eyes and carefully chosen words <ul style="list-style-type: none"> <li>Use format of poetry, including line breaks, to convey message of the poem</li> <li>Use patterns and comparisons to create poetic language</li> </ul>	<ul style="list-style-type: none"> <li>Create collection of favorite poems</li> <li>Write a variety of poems</li> </ul>
June	Teacher Choice			

**GRADE 2: WRITERS WORKSHOP ROADMAP OF THE ESSENTIALS**

CALENDAR MONTH	UNIT	WEEKS/36 TOTAL WKS.	BIG IDEAS	ESSENTIAL COMMON ASSESSMENT(S)
September	Launching Writers Workshop	4 weeks	<ul style="list-style-type: none"> <li>• View themselves as authors and members of a community of writers</li> <li>• Tell, draw, and write stories from their lives</li> <li>• Use classroom rituals and routines to work independently and with others</li> <li>• Understand where writers get ideas</li> <li>• Write with independence</li> <li>• Establish habits of good writers</li> <li>• Revise their writing to make it the best it can be</li> <li>• Edit their writing to prepare it for publication</li> </ul>	<ul style="list-style-type: none"> <li>• Keep writing notebooks</li> <li>• Publish at least one piece of writing</li> </ul>
October	Personal Narrative	6 weeks	<ul style="list-style-type: none"> <li>• Focus on small moments rather than bed-to-bed stories (focused narrative)</li> <li>• Understand how to add details</li> <li>• Tell a story with a sequence of events that has a beginning, middle, and end</li> <li>• Create attribute charts and/or rubrics</li> <li>• Use writing techniques, such as effective leads and endings, rich words, and figurative language</li> <li>• Revise for making sense, answering readers' questions, showing not telling, adding detail, and developing characters</li> </ul>	Publish a personal narrative that focuses on a small moment
Mid-November Thru December	Non-Fiction: How To	6 weeks	<ul style="list-style-type: none"> <li>• Write how-to text from own experience</li> <li>• Select appropriate topics for how-to writing</li> <li>• Describe in appropriate sequence and with a few details and steps of a procedure</li> <li>• Study attributes of how-to writing</li> <li>• Create attribute charts and rubrics for self-evaluation of procedural writing</li> <li>• Use details, pictures, diagrams, and other graphics to enhance information</li> <li>• Use nonfiction text features (e.g., bold print, table of contents, index)</li> <li>• Revise and edit how-to writing</li> </ul>	Publish two how-to texts <ul style="list-style-type: none"> <li>• Poster on school procedures</li> <li>• How-to text on topic of own choice</li> </ul>
January	Non-Fiction: All About	6 weeks	Study attributes of informational writing <ul style="list-style-type: none"> <li>• Gather information pertinent to a familiar topic, sort into major categories, and write report</li> <li>• Use details, pictures, diagrams, and other graphics to enhance information</li> <li>• Use nonfiction text features (e.g., bold print, table of contents, index)</li> <li>• Create attribute charts and rubrics to promote self-evaluation of informational writing</li> <li>• Revise and edit informational writing</li> </ul>	Publish two all-about texts

## GRADE 2: WRITERS WORKSHOP ROADMAP OF THE ESSENTIALS

CALENDAR MONTH	UNIT	WEEKS/36 TOTAL WKS.	BIG IDEAS	ESSENTIAL COMMON ASSESSMENT(S)
Late February Thru March	Author Study or Authors as Mentors	6 weeks	Learn how to select their own mentor authors for writing <ul style="list-style-type: none"> <li>• Learn how to use author as a mentor for writing</li> <li>• Try out literary techniques of this author</li> </ul>	Write response to literature
April	Reading & Writing for MCAS	2 weeks	<ul style="list-style-type: none"> <li>• Use a variety of strategies to answer multiple-choice questions</li> <li>• Write short constructed responses for reading</li> </ul>	Write short constructed response to a prompt
May Thru Mid June	Poetry	6 weeks	Write poems about ordinary things in their everyday lives, using fresh eyes and carefully chosen words <ul style="list-style-type: none"> <li>• Use the format of poetry, including line breaks, to convey the poem's message</li> <li>• Use patterns and comparisons to create poetic language</li> </ul>	Write Poems

### GRADE 3: WRITERS WORKSHOP ROADMAP OF THE ESSENTIALS

CALENDAR MONTH	UNIT	WEEKS/36 TOTAL WKS.	BIG IDEAS	ASSESSMENT(S)
September	Launching Writers Workshop	4 weeks	View the world as writer and keep writing notebook <ul style="list-style-type: none"> <li>• Use writing notebook to generate and collect ideas and try writing techniques</li> <li>• Take idea through writing cycle to a published piece of writing</li> <li>• Tell and write a piece that is focused on one idea</li> <li>• Use classroom rituals and routines to work independently and with others</li> <li>• Apply spelling, grammar, and punctuation strategies daily (taught during skills block) to their writing</li> </ul>	Published piece from a seed idea in writing notebook
October-Mid-November	Narrative Writing	6 weeks	<ul style="list-style-type: none"> <li>* Know that the details of her life are worth writing about</li> <li>* Continue to use the writers notebook to generate and collect ideas</li> <li>* Use a repertoire of strategies for generating writing about her life</li> <li>* Focus more on writing a well-crafted piece</li> <li>* Deepen understanding of a personal narrative</li> <li>* Uses end punctuation and correctly spells high-frequency words</li> </ul>	Narrative
Late-November-December	Poetry	2-4 weeks &/or ongoing	<ul style="list-style-type: none"> <li>• Write poems about ordinary things in their everyday lives, using fresh eyes and carefully chosen words</li> <li>• Use the format of poetry, including line breaks, to convey the poem's message</li> <li>• Use sensory details to convey the poem's message</li> <li>• Use patterns and comparisons to create poetic language</li> </ul>	A variety of poems; individual poetry collection
January/February	Research & Report Writing/ Expository Writing	6-8 weeks	<ul style="list-style-type: none"> <li>* Focus on a specific area</li> <li>* Support the topic with important facts and interesting details</li> <li>* Organize and develop facts and details in a way that helps readers learn about the topic</li> <li>* Engage readers with a strong lead and conclusion</li> </ul>	Report
Mid February-March	Writing in response to Reading MCAS practice	4weeks	<ul style="list-style-type: none"> <li>* Use a variety of strategies to answer multiple-choice questions</li> <li>* Writer short constructed responses for reading - ORQ</li> </ul>	ORQ
April – May	Fiction Writing	6-8 weeks	<ul style="list-style-type: none"> <li>* Generate ideas for short fiction with just a few scenes and characters</li> <li>* Uses a story mountain to plot story</li> <li>* Develop characters by including internal/external characteristics, motivations, and struggles</li> <li>* Develop a plot that makes sense and ends with a solution to the problem</li> <li>* Use language particular to the story</li> </ul>	Fiction

**GRADE 3: WRITERS WORKSHOP ROADMAP OF THE ESSENTIALS**

CALENDAR MONTH	UNIT	WEEKS/36 TOTAL WKS.	BIG IDEAS	ASSESSMENT(S)
May-June	Choice Project			

\* It is understood that ORQ's will be introduced and ongoing practice will continue throughout the year. Extra time is included prior to MCAS. This roadmap also provides the option of teaching poetry as a unit or ongoing throughout the year. Revised 5/8/08



# **GRADE 4: WRITERS WORKSHOP ROADMAP OF THE ESSENTIALS**

CALENDAR MONTH	UNIT	WEEKS/36 TOTAL WKS.	BIG IDEAS	ASSESSMENT(S)
September	Launching Writers Workshop	4 weeks	<ul style="list-style-type: none"> <li>•View the world as a writer and keep writing notebook</li> <li>• Use writing notebook to generate and collect ideas, stories, responses, observations, and notes</li> <li>• Take an idea through writing process to a published piece of writing</li> <li>• Tell and write a piece that is focused</li> <li>• Use classroom rituals and routines to work independently and with others</li> </ul> <p>Apply spelling, grammar, and punctuation strategies (taught during skills block) to daily writing</p>	Published piece from a seed idea from writers notebook
October	Narrative Writing	6 weeks	<ul style="list-style-type: none"> <li>*Know that details of her life are worth writing about</li> <li>*Continue to use the writers notebook to generate and collect ideas</li> <li>* Stays focused on writing for longer stretches of time</li> <li>* Extend a small moment which includes a prelude and a resolution</li> <li>* Narrative includes an internal plot</li> <li>* Draft written in paragraphs</li> <li>* Punctuates dialogue correctly</li> </ul>	Published Narrative
Mid-November Thru December	Essays	6 weeks	<ul style="list-style-type: none"> <li>* Writes well within an expository structure</li> <li>*Uses writers notebook to generate important ideas for essay</li> <li>* Develops a thesis statement</li> <li>* Provides evidence through research to support her thesis</li> <li>* Begins to use repetition, parallelism, and transition words</li> <li>* Differentiates between narrative and expository texts</li> <li>* Uses logical (not chronological) transition words</li> <li>* Uses the language of exposition</li> </ul>	One completed essay
January	Fiction Writing	4 weeks	<ul style="list-style-type: none"> <li>*Generate ideas for short fiction with just a few scenes and characters</li> <li>*Uses a story mountain to plot story</li> <li>*Develop characters by including internal/external characteristics, motivations, and struggles.</li> <li>* Show an unfolding plot from a consistent point of view</li> <li>* Attempts various leads</li> <li>• Experiences more revision work than in previous pieces</li> <li>• Uses paragraphs automatically and uses commas in a variety of ways</li> </ul>	A short story with well-developed characters

#### GRADE 4: WRITERS WORKSHOP ROADMAP OF THE ESSENTIALS

CALENDAR MONTH	UNIT	WEEKS/36 TOTAL WKS.	BIG IDEAS	ASSESSMENT(S)
February	Reading & Writing for MCAS	2 weeks	Use METAL (from high school – see handout) Use R-U-P-R (read, under-line, plan, reread, revise) strategy when writing to a prompt • Self-assess and revise writing to meet the standard by using a rubric	Write short constructed response to a prompt
Mid February to Mid March	Research & Report Writing	4 weeks	• Focus on a specific topic • Support the topic with facts, details, diagrams, and charts • Organize facts in a way that helps readers learn about the topic • Engage readers with a strong lead and conclusion	Social Studies Report
Mid March to Mid April	Memoir	4 weeks	*Writers draw on everything they've learned all year. * Uses tools for planning. * Uses literature for ideas for writing * Understands the difference between personal narrative and memoir * Sets own goal and pace through the writing process * Revises throughout the writing process * Uses punctuation and sentence structure to convey meaning * Knows characteristics of a memoir	Memoir
Late April to June	Poetry	6 weeks	• Write poems about ordinary things in their everyday lives, using fresh eyes and carefully chosen words • Use the format of poetry, including line breaks, to convey the poem's message • Use patterns and comparisons to create poetic language • Use sensory details to convey the poem's message • Develop awareness of sounds of words and rhythm of phrases	A variety of poems; individual poetry collection

**GRADE 5: WRITERS WORKSHOP ROADMAP OF THE ESSENTIALS**

CALENDAR MONTH	UNIT	WEEKS/36 TOTAL WKS.	BIG IDEAS	ESSENTIAL COMMON ASSESSMENT(S)
September	Launching Writers Workshop	4 weeks		Published Piece from a seed idea
October Thru Mid-November	Essay Writing	6 weeks		Essay
Late November Thru December	Poetry	6 weeks		Collection of Poetry
January	Narrative/Fiction Writing	6 weeks	<p>Write engaging leads that orient and provide context</p> <ul style="list-style-type: none"> <li>• Create an organizing structure that involves a series of events across time</li> <li>• Introduce and develop characters who behave in realistic ways</li> <li>• Develop a plot that makes sense and ends with a solution to the problem</li> <li>• Use dialogue to show characters' personalities and move the plot along</li> <li>• Select details and use descriptive and literary language to develop understanding and create reader interest</li> </ul>	Story
Late February Thru March	Research & Report Writing	6 weeks	<p>Focus on a specific topic, developed with facts, details, diagrams, charts, or other text features</p> <ul style="list-style-type: none"> <li>• Organize facts in a way that is engaging and helps readers learn about the topic</li> <li>• Take a position on an issue and write persuasively to convince readers</li> <li>• Offer evidence to support a position and refute arguments against the position</li> <li>• Use mentor text to craft an engaging lead and conclusion</li> <li>• Offer possible solutions to address an issue</li> </ul>	Editorial
April	Writing for MCAS	2 weeks	<p>Use METAL?</p> <p>Use R-U-P-R (read, under-line, plan, reread, revise) strategy when writing to a prompt</p> <ul style="list-style-type: none"> <li>• Self-assess and revise writing to meet the standard by using a rubric</li> </ul>	Write short constructed response to a prompt
May Thru Mid-June	Author Study & Lit Essay	6 weeks	<ul style="list-style-type: none"> <li>• Keep reading notebook with entries on wonderings, reflections, and recordings</li> <li>• Develop ideas for literary essays by revisiting reading notebook entries and studying mentor literary essays</li> <li>• Write a literary essay with a clearly stated original idea about the book that is supported with evidence from the text</li> <li>• Create an organizing structure appropriate to purpose and audience</li> </ul>	Essay

**GRADE 6: WRITERS WORKSHOP ROADMAP OF THE ESSENTIALS**

CALENDAR MONTH	UNIT	WEEKS/36 TOTAL WKS.	BIG IDEAS	ESSENTIAL COMMON ASSESSMENT(S)
September	Establishing Writers Workshop	4 weeks	<ul style="list-style-type: none"> <li>• View the world as writer and set up writing notebooks</li> <li>• Set up and keep writing notebooks to generate and collect ideas, stories, responses, observations, and notes</li> <li>• Set goals and habits of writers based on a rubric</li> <li>• Take idea through the writing process</li> <li>• Use classroom rituals and routines</li> </ul>	<ul style="list-style-type: none"> <li>• Independent reading log</li> <li>• Reading letters/response to reading using a two-point rubric</li> <li>• Short and extended constructed responses</li> <li>• Published piece</li> </ul>
October Thru Mid-November	Well Crafted Text: Writing Memoir as Literary Nonfiction	6 weeks	<ul style="list-style-type: none"> <li>• Draft a memoir</li> <li>• Write a nonfiction memoir</li> <li>• Respond to the stylistic elements of voice, tone, and style</li> </ul>	<ul style="list-style-type: none"> <li>• Literary element analysis</li> <li>• Fact and opinion identification</li> <li>• Point of view identification</li> </ul>
December Thru January	Poetry	8 weeks	<ul style="list-style-type: none"> <li>• Select vocabulary to create images, mood, and impressions</li> <li>• Develop awareness of sounds of words and rhythm of phrases</li> <li>• Clarify and compress ideas to create meaning with few words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Identify author's purpose</i></li> <li>• <i>Analyze poetry</i></li> <li>• <i>Identify three forms of figurative language in a response to poetry</i></li> <li>• Publication: Portfolio of original poetry with illustrations, poetry analysis, and response to poetry</li> </ul>

**GRADE 6: WRITERS WORKSHOP ROADMAP OF THE ESSENTIALS**

CALENDAR MONTH	UNIT	WEEKS/36 TOTAL WKS.	BIG IDEAS	ESSENTIAL COMMON ASSESSMENT(S)
Late-February Thru Mid-April	Persuasive Non-Fiction	10 weeks	<ul style="list-style-type: none"> <li>• Take a position on an issue and write to convince readers to believe or do something</li> <li>• Analyze how various elements of text work together to support author's position</li> <li>• Consider how authors make their structure fit their issue and audience</li> <li>• Define characteristics of magazines</li> <li>• Analyze language and technique authors use to appeal to their audience</li> <li>• Begin with a hook to get readers' attention and end using a conclusion with a restatement</li> <li>• Offer evidence to support the position and refute arguments against the position</li> </ul>	Write a persuasive essay responding to a prompt
Late-April Thru Late-June	Author Study & Response to Literature	8 weeks	<p>Discuss and write reactions to texts that are interpretive, analytical, evaluative, or reflective</p> <ul style="list-style-type: none"> <li>• Use relevant facts, details, examples, descriptions, vignettes, and quotes to develop ideas</li> <li>• Write an author study based on research</li> </ul>	<p>Write story summaries</p> <ul style="list-style-type: none"> <li>• Write book reviews with clearly stated main idea</li> <li>• Publication: Research report on an author of choice</li> </ul>